Course Description

Surveys American literature from its beginnings to 1865. Emphasis is placed on the literary, cultural, historical, and philosophical forces that shaped these works and that are reflected in them.

Course Textbook


Course Learning Outcomes

Upon completion of this course, students should be able to:

1. Demonstrate critical thinking skills required to analyze, synthesize, and evaluate assigned readings.
2. Identify cultural, historical, and philosophical forces revealed in and illustrated by assigned readings.
3. Examine how allusion, figurative language, and other literary devices shape meaning in assigned readings.
4. Identify thematic significance of assigned readings while placing themes within historical or cultural contexts.
5. Analyze elements in assigned readings, identifying and synthesizing themes related to universal human concerns such as the nature of evil, family, community, and other provocative subjects.
6. Examine and express the role assigned readings have played in reflecting cultural and philosophical foundations of American history and culture.
7. Apply research skills and synthesize scholarship of others into evaluation and discussion of assigned readings.
8. Demonstrate the skills necessary for analyzing and synthesizing assigned readings into written composition that includes library research and information literacy.

Credits

Upon completion of this course, the students will earn three (3) hours of college credit.

Course Structure

1. Unit Learning Outcomes: Each unit contains Learning Outcomes that specify the measurable skills and knowledge students should gain upon completion of the unit.
2. Unit Lesson: Each unit contains a Unit Lesson, which discusses unit material.
3. Reading Assignments: Each unit contains Reading Assignments from one or more chapters from the textbook and other sources. Suggested Readings are listed in the Unit I, II, and IV-VIII study guides to aid students in their course of study. The readings themselves may or may not be provided in the course, but students are encouraged to read the resources listed if the opportunity arises as they have valuable information that expands upon the lesson material. Students will not be tested on their knowledge of the Suggested Readings.
4. Learning Activities (Non-Graded): These non-graded Learning Activities are provided in each unit to aid students in their course of study.
5. Key Terms: Key Terms are intended to guide students in their course of study. Students should pay particular attention to Key Terms as they represent important concepts within the unit material and reading. NOTE: Flash cards that can help you learn the definitions for these terms are provided as a link in each Unit in Blackboard. More comprehensive definitions are also available in the glossary provided under “Ways In” in the Ariel CD that accompanies the textbook.
6. Discussion Boards: Discussion Boards are a part of all CSU term courses. Information and specifications regarding these assignments are provided in the Academic Policies listed in the Course Menu bar.
7. **Unit Assessments:** This course contains eight Unit Assessments, one to be completed at the end of each unit. Assessments are composed of multiple-choice questions, matching, and written response questions.

8. **Unit Assignments:** Students are required to submit for grading Unit Assignments in Units I, III, and VII. Specific information and instructions regarding these assignments are provided below. Grading rubrics are included with the Unit Assignments. Specific information about accessing these rubrics is provided below.

9. **Ask the Professor:** This communication forum provides you with an opportunity to ask your professor general or course content related questions.

10. **Student Break Room:** This communication forum allows for casual conversation with your classmates.

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**CSU Online Library**

There is a virtual library with resources, including both journals and ebooks, to support your program and your course at Columbia Southern University. eResources are accessible 24 hours a day/7 days a week from the CSU Online Library gateway page. To access the library, log into myCSU, and then click on CSU Online Library. Resources are organized in the library by title, but if you click on Research Guides, you will find eResources arranged by subject.

The Library Reference service is available 7 days a week; you can reach CSU’s virtual librarians by emailing thevirtuallibrarian@columbiasouthern.edu. These professional librarians will be glad to help you develop your research plan or to assist you in any way in finding relevant, appropriate, and timely information.

Librarian responses may occur within minutes or hours, but it will never take more than 24 hours for a librarian to send a response to the email address you have provided. Replies to reference requests may include customized keyword search strategies, links to videos, research guides, screen captures, attachments, a phone call, live screen sharing, and meeting room appointments, as well as other forms of instruction.

**Unit Assignments**

**Unit I Article Critique**

In Unit I, you have been reading about European explorers and their reports on their findings when coming to the “New World” and interacting with the native populations. You have been asked to look closely at how Columbus’s report was designed to “sell” his explorations to his queen, and you have been asked to compare Columbus’s report of his contact with natives to native culture revealed in native stories.

Now, you are asked to critique a 2012 book review by Jeremy Adelman, entitled “The First Global Man: The Americas Before Columbus.” Adelman’s book report discusses journalist Charles Mann’s two major books that re-explore significant events in 1492 and 1493 and their lasting controversial legacies. It can be found in the CSU Online Library’s Academic OneFile database.

For this assignment, you are to write a brief article critique of Adelman’s book review. Your article critique must include the following information and answer the following questions:

- Briefly introduce and summarize Adelman’s book review.
- Identify Adelman’s main points about Mann’s books.
- Who is Adelman’s intended audience for the book review?
- What specific issues are addressed in Adelman’s article about Mann’s books?
- Discuss how Adelman’s book review relates to what you have learned about Columbus and the legacy of early European explorers and their lasting impact on controversial issues still relevant today.
- Use a minimum of three of this unit’s key words in your critique.

Your article critique must be a minimum of one page in length. Format your short essay and cite your sources using correct APA formatting, providing both references and in-text citations, if applicable.

If you need information on writing article critiques, watch this short recorded webinar created by the CSU Success Center.

Information about accessing the Blackboard Grading Rubric for this assignment is provided below.
Unit III Article Critique

In Unit III, you have been reading about how American thinkers moved away from Puritan beliefs and embraced new scientific theories, applying them to new ways of thinking about their fellow human beings, including relationships between humans and the earth, God, and each other.


Steedman’s review discusses how the book reexamines the foundational tension in American politics between racial issues and the democratic government our founding fathers sought to establish. The book review can be found in the CSU Online Library’s Academic OneFile database.

For this assignment, you are to write a brief article critique of Steedman’s book review. Your critique must include the following information and answer the following questions:

- Briefly introduce and summarize Steedman’s book review
- Identify Steedman’s main points about the book
- Who is Steedman’s intended audience for the book review?
- What specific issues related to Thomas Jefferson are addressed in Steedman’s article?
- Discuss how Steedman’s book review relates to what you have learned about Thomas Jefferson and the legacy of race and slavery and related controversial issues still relevant today
- Use a minimum of three of this unit’s key words in your critique

Your article critique must be a minimum of one page in length. Format your paper and cite your sources using correct APA formatting.

If you need information on writing article critiques, watch this short recorded webinar created by the CSU Success Center.

Information about accessing the Blackboard Grading Rubric for this assignment is provided below.

Unit VII Essay

Read the Time magazine article about President Lincoln and modern politics in the U.S.: Von Drehle, David (November 5, 2012). Lincoln to the Rescue. Time. 30-34.

This article can be accessed via the Academic OneFile database of the CSU Online Library by searching for it by name, then clicking on the “View Article” button. It may also be accessed directly at [http://nation.time.com/2012/10/25/lincoln-to-the-rescue/2/](http://nation.time.com/2012/10/25/lincoln-to-the-rescue/2/).

After reading the article, write a minimum 500-word analysis including no fewer than two (2) quotes from Von Drehle’s article. As you will have noted, the readings in this unit reflect U.S. struggles with democracy and social reform. Analyzing Von Drehle’s article, capture in your own words the author’s argument about what the author indicates that we could learn from Lincoln to address the fractious modern day politics polarizing some U.S. politicians and citizens.

If you need information on writing essays, watch this recorded webinar created by the CSU Success Center.

Information about accessing the Blackboard Grading Rubric for this assignment is provided below.

APA Guidelines

CSU requires that students use APA style for papers and projects. Therefore, the APA rules for formatting, quoting, paraphrasing, citing, and listing of sources are to be followed. Students can find CSU’s Citation Guide in the myCSU Student Portal by clicking on the “Citation Resources” link in the “Learning Resources” area of the myCSU Student Portal. This document includes examples and sample papers and provides information on how to contact the CSU Success Center.
Blackboard Grading Rubrics

Assignment Rubrics

One or more assignments in this course utilizes a Blackboard Grading Rubric. A rubric is a tool that lists evaluation criteria and can help you organize your efforts to meet the requirements of an assignment. Your professor will use the Blackboard Grading Rubric to assign points and provide feedback for the assignment.

You are encouraged to view the assignment rubric before submitting your work. This will allow you to review the evaluation criteria as you prepare your assignments. You may access the rubric in “My Grades” through the “Tools” button in your course menu. Click the “View Rubric” link to see the evaluation criteria for the assignment. Upon receiving your assignment grade, you may view your grade breakdown and feedback in the rubric.

CSU Grading Rubric for Papers/Projects

The course papers will be graded based on the CSU Grading Rubric for all types of papers, unless otherwise specified within assignment instructions. In addition, all papers will be submitted for electronic evaluation to rule out plagiarism. Course projects will contain project specific grading criteria defined in the project directions. To view the rubric, click the Academic Policies link on the Course Menu, or access it through the CSU Grading Rubric link found in the Learning Resources area of the myCSU Student Portal.

Communication Forums

These are non-graded discussion forums that allow you to communicate with your professor and other students. Participation in these discussion forums is encouraged but not required. You can access these forums with the buttons in the Course Menu. Instructions for subscribing/unsubscribing to these forums are provided below.

Click here for instructions on how to subscribe/unsubscribe and post to the Communication Forums.

Ask the Professor

This communication forum provides you with an opportunity to ask your professor general or course content questions. Questions may focus on Blackboard locations of online course components, textbook or course content elaboration, additional guidance on assessment requirements, or general advice from other students.

Questions that are specific in nature, such as inquiries regarding assessment/assignment grades or personal accommodation requests, are NOT to be posted on this forum. If you have questions, comments, or concerns of a non-public nature, please feel free to email your professor. Responses to your post will be addressed or emailed by the professor within 48 hours.

Before posting, please ensure that you have read all relevant course documentation, including the syllabus, assessment/assignment instructions, faculty feedback, and other important information.

Student Break Room

This communication forum allows for casual conversation with your classmates. Communication on this forum should always maintain a standard of appropriateness and respect for your fellow classmates. This forum should NOT be used to share assessment answers.

Grading

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<td>Discussion Boards I and VIII (2 @ 1%)</td>
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<td>Discussion Boards II-VII (6 @ 3%)</td>
<td>18%</td>
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<td>Unit Assessments (8 @ 8%)</td>
<td>64%</td>
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<td>Article Critiques (2 @ 5%)</td>
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<td>Unit VII Essay</td>
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<td><strong>Total</strong></td>
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Course Schedule/Checklist (PLEASE PRINT)

The following pages contain a printable Course Schedule to assist you through this course. By following this schedule, you will be assured that you will complete the course within the time allotted.
By following this schedule, you will be assured that you will complete the course within the time allotted. Please keep this schedule for reference as you progress through your course.

### Unit I
**AMERICA: Land of Opportunity—Early Encounters, 1492-1791**

#### Review:
- Unit Study Guide
- **Learning Activities (Non-Graded):** See Study Guide

#### Read:
- **Chapter 1:** Exploration and the Colonies: 1492-1791
  - “Exploration and the Colonies,” pp. 1-4
  - “Natives and Explorers,” pp. 9-10
  - “Native Literature: The Oral Tradition,” pp. 11-17
  - “Christopher Columbus, 1451-1506,” pp. 17-19
  - “Alvar Nunez Cabeza de Vaca, ca. 1490-1557,” pp. 24-28

#### Discuss:
- **Discussion Board Response:** Submit your response to the Discussion Board question by Saturday, Midnight (Central Time)

#### Submit:
- **Assessment** by Tuesday, Midnight (Central Time)
- **Article Critique** by Tuesday, Midnight (Central Time)

Notes/Goals:

### Unit II
**The Early Colonies—Tales of Travel, Tragedy, and Triumph**

#### Review:
- Unit Study Guide
- **Learning Activities (Non-Graded):** See Study Guide

#### Read:
- **Reading Assignment:** See Study Guide
- **Suggested Reading:** See Study Guide

#### Discuss:
- **Discussion Board Response:** Submit your response to the Discussion Board question by Saturday, Midnight (Central Time)
- **Discussion Board Comment:** Comment on another student’s Discussion Board response by Tuesday, Midnight (Central Time)

#### Submit:
- **Assessment** by Tuesday, Midnight (Central Time)

Notes/Goals:
### Unit III
**Reason and Revolution (1725-1800)**

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<th>Review</th>
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<td><strong>Article Critique</strong></td>
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**Notes/Goals:**

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### Unit IV
**The Romantic Temper 1800-1870**

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<tr>
<th>Read</th>
<th><strong>Chapter 3: The Romantic Temper: 1800-1870</strong></th>
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<tr>
<td><strong>The Romantic Temper, pp. 505-510</strong></td>
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<td><strong>Washington Irving, “The Legend of Sleepy Hollow,” pp. 517-552</strong></td>
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<td><strong>James Fenimore Cooper, “The Pioneers,” pp. 568-728</strong></td>
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<td><strong>Edgar Allan Poe:</strong></td>
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<td>o <strong>The Raven, pp. 852-855</strong></td>
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<td>o <strong>Annabel Lee, pp. 860-861</strong></td>
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<td>o <strong>Ligeia, pp. 861-872</strong></td>
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<td>o <strong>The Fall of the House of Usher, pp. 872-884</strong></td>
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<td>o <strong>The Purloined Letter, pp. 888-900</strong></td>
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<td>o <strong>The Cask of Amontillado, pp. 900-905</strong></td>
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<td><strong>Suggested Reading:</strong> See Study Guide</td>
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| Review: | □ Unit Study Guide  
| | □ **Learning Activities (Non-Graded):** See Study Guide |
| Read: | □ **Reading Assignment:** See Study Guide  
| | □ **Suggested Reading:** See Study Guide |
| Discuss: | □ **Discussion Board Response:** Submit your response to the Discussion Board question by Saturday, Midnight (Central Time)  
| | □ **Discussion Board Comment:** Comment on another student’s Discussion Board response by Tuesday, Midnight (Central Time) |
| Submit: | □ **Assessment** by Tuesday, Midnight (Central Time) |
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<th>Unit VI</th>
<th>Transcendental Idealism and Struggles for Equality</th>
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| Review: | □ Unit Study Guide  
| | □ **Learning Activities (Non-Graded):** See Study Guide |
| Read: | □ **Reading Assignment:** See Study Guide  
| | □ **Suggested Reading:** See Study Guide |
| Discuss: | □ **Discussion Board Response:** Submit your response to the Discussion Board question by Saturday, Midnight (Central Time)  
| | □ **Discussion Board Comment:** Comment on another student’s Discussion Board response by Tuesday, Midnight (Central Time) |
| Submit: | □ **Assessment** by Tuesday, Midnight (Central Time) |
| Notes/Goals: | |
## AL 2000, American Literature I

### Course Schedule

#### Unit VII

**Humanitarian Sensibilities and Inevitable Conflict (1800-1870)**

**Review:**
- Unit Study Guide
- **Learning Activities (Non-Graded):** See Study Guide

**Read:**
- **Reading Assignment:** See Study Guide
- **Suggested Reading:** See Study Guide

**Discuss:**
- **Discussion Board Response:** Submit your response to the Discussion Board question by Saturday, Midnight (Central Time)
- **Discussion Board Comment:** Comment on another student’s Discussion Board response by Tuesday, Midnight (Central Time)

**Submit:**
- **Assessment** by Tuesday, Midnight (Central Time)
- **Essay** by Tuesday, Midnight (Central Time)

**Notes/Goals:**

#### Unit VIII

**Walt Whitman and Emily Dickinson--Pioneers of a New Poetry**

**Review:**
- Unit Study Guide
- **Learning Activities (Non-Graded):** See Study Guide

**Read:**
- **Reading Assignment:** See Study Guide
- **Suggested Reading:** See Study Guide

**Discuss:**
- **Discussion Board Response:** Submit your response to the Discussion Board question by Saturday, Midnight (Central Time)
- **Discussion Board Comment:** Comment on another student’s Discussion Board response by Tuesday, Midnight (Central Time)

**Submit:**
- **Assessment** by Tuesday, Midnight (Central Time)

**Notes/Goals:**